

Ashton Community Science College

PSHE Policy

(including Health, Relationships and
Sex Education (HRSE) Policy

Version Control

Named Owner:	Mr J Murray (Associate Assistant Headteacher)
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Our vision

“For all ACSC students to develop an understanding of the everchanging world in which we live, develop the skills necessary to take an active role in their community and manage their life and emotions effectively.”

Rationale / School Ethos

Personal, Social and Health Education (PSHE) at ACSC in both Key Stages 3 and 4 strives to assist students to lead confident, healthy and responsible lives as individuals and members of the modern society in which they live, underpinned by British Values.

Through work in lessons and a range of activities across and beyond the curriculum, students gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they may face as they approach adulthood.

PSHE at ACSC provides students with the opportunities to reflect on their own experiences and empathise with those of others. It helps students to understand and manage a range of relationships, both within and outside the school environment, and how to adapt as they mature. Students will also know the importance of showing respect for the diversity and differences between people.

The curriculum also develops students' well-being and self-esteem encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choice of courses and career.

PSHE at Key Stages 3 and 4 builds on the students' own experiences and work done in Key Stages 1 and 2. It also includes a range of modern real world issues, underpinned by British values, such as: politics, the law, relationships with others, the environment, financial skills and staying safe online.

Ashton Community Science College not only develops these skills through curriculum lessons, but also through the pastoral system. Students are encouraged to strive to develop themselves through the five core pastoral themes, which are: Hope, Happiness, Confidence, Relationships and Employability. These five themes have been highlighted as key areas in which all students should be developing alongside their academic performance in order to be successful contributors to their local community and outside world. ACSC believes that students who succeed in each of the areas, will not only be happier and healthier, but will also benefit from more positive academic results. This will ultimately assist them to explore better opportunities during their next steps, after leaving ACSC.

The partnership between home and school as vital in providing the context to the PSHE curriculum and experience tells us it is essential to have a thorough understanding of the home life and backgrounds of our students and what

support we can provide. ACSC also believes that through regular contact with parents and carers, school will assist in ensuring all relevant issues covered will prepare students for the opportunities, responsibilities and experiences of later life.

Aims

- To enable all ACSC students to develop their interests, abilities and aptitudes and to make additional provision for those who are in any way disadvantaged.
- To encourage students to develop lively, enquiring minds so that they can be capable of independent thought and formulate their own opinions about a range of topics.
- To experience the enjoyment of learning, in a broad range of relevant subjects, so that they may be encouraged to take advantage of educational opportunities later in life.
- To develop appropriate skills in both literacy and numeracy throughout an array of topics. Students will be provided the opportunity to carry out content related reading through the school ERIC (Everybody Read in Class) policy.
- To develop programmes of study and experiences which will enhance students' self-respect and confidence and encourage them to take responsibility for themselves and their actions, understanding the impact of these.
- To provide students with the necessary skills to respond effectively to social, economic and political changes as well as changing patterns of work.
- To develop social skills that are necessary to work successfully with other people both inside and outside of the school environment.
- To equip students for their adult roles in society and help them to understand the responsibilities of being parents, citizens and consumers.
- To encourage appreciation of, and concern for, the environment.
- To develop interests and skills that will continue to give personal satisfaction in the use of leisure time and build understanding around the idea that personal satisfaction improves happiness.
- To establish partnerships between the school and the community it serves and helps to develop an appreciation of the wider community and the ways in which individuals and school contribute.
- To develop a curriculum which enhances students' knowledge and experience and allows them to learn about themselves and the society in which they live, through the exploration of a variety of social and moral issues.
- To provide students with the experience of school as a caring, supportive community where life is enjoyable and there is equal provision of

opportunity, regardless of gender, race, culture, disability, sexual orientation and transgender.

- To enable students to make informed choices when considering the development of a healthy and safer lifestyle.
- To give students the confidence to discuss difficult issues by encouraging non-judgemental participation by students and staff.
- To allow students opportunities to explore their future options and careers, working alongside the careers team.
- To enable students to establish and nurture happy and healthy relationships, including sexual relationships.
- To develop students' understanding of how to keep themselves safe on and off line.

Outcomes

- Students will develop their skills in forming their own opinions, on a range of topics, and will do this regularly in lesson through structured debates and discussions. Students will answer the fertile questions that overarches each topic with confidence.
- Students demonstrate an ability to take responsibility for their own actions and leave school as confident individuals.
- Students are able to work successfully with their peers, teachers and a range of different people in the community and wider world.
- All students are given the opportunity to work with member of the community and make links with these people directly, or indirectly.
- Students will have explored a range of career opportunities and will have taken part in work experience.
- Students will be able to make informed and sensible decisions that will keep them safe in relationships on and offline. They will recognise online dangers and will be able to respond proactively to any warning signs of danger, both on and offline.

Roles and Responsibilities

The Associate Assistant Headteacher of Personal Development is responsible for ensuring the PSHE and pastoral curriculum is designed, implemented and delivered in line with whole school policies, the statutory guidance and in a suitable context for our students. This member of staff is also required to use internal data gathered from termly student questionnaires and panels, on their own wellbeing and also their opinion of curriculum content, to monitor and assess when it is delivered and how it can be improved to best meet their needs.

PSHE teachers are responsible for planning and consistently delivering a well-structured curriculum which takes into account the context of the school and all relevant legislation. Teachers are required to promote the spiritual, moral,

cultural, mental and physical development of students at the school and of society, and prepare students at the school for the opportunities, responsibilities and experiences of later life. Topics of work will lead on systematically and in a logical order. Students will be able to retrieve previous knowledge and recall this to assist in understanding new units.

The pastoral team are responsible for providing additional guidance and support, not only when required, but throughout daily form time and weekly assemblies. Topics covered within these curriculum areas are vital in ensuring ACSC meet the recommended and statutory requirements.

All staff will receive professional development opportunities to support effective teaching of PSHE and HRSE delivery. Professional development can be provided both internally or by seeking assistance from external providers. Staff will act as role models for positive interpersonal relationships

The link governor has the responsibility of overseeing the personal development strategy at ACSC which includes reviewing policies, budgets and staffing issues. The link governor has the responsibility to ensure that the personal development students undertake is relevant, purposeful and beneficial for all ACSC students. The link governor is required to work alongside the AAHT and support teachers in ensuring the curriculum taught is meaningful, of a high quality and contextual to ACSC students.

Parents and carers will be informed about policy updates and where it can be found. The policy is available on the school website. Parents and carers can also take part in consultation of new changes to the PSHE curriculum through an online survey.

The Careers Coordinator will offer impartial advice and guidance to students at outlined times within the curriculum. This advice will assist students in making informed decisions about their futures.

Students are expected to engage with the planned curriculum and those that wish to engage further will have the opportunity to apply for additional student leadership roles.

Implementation / Curriculum design

PSHE is delivered through a weekly hour slot embedded in both KS3 and KS4.

Due to the vast amount of content required to be covered through both recommended and statutory guidance, PSHE cannot always be confined to the specific timetabled curriculum time.

PSHE is delivered within a whole school approach at ACSC which includes:

- Discrete curriculum time delivered by – specialist team

- Daily form time curriculum and weekly assemblies, built around key PSHE themes - form tutors
- Teaching PSHE through and in other subject/curriculum areas – subject teachers
- Through PSHE activities and school focus days or events – internal / external staff
- Through pastoral care and guidance – pastoral team

Our HRSE programme is an integral part of our whole school PSHE education provision and will cover:

Statutory Health Education

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Statutory Relationships and Sex Education

- Families
- Respectful relationships, including friendships
- Online media
- Being safe
- Intimate and sexual relationships, including sexual health

Additional topics studied in PSHE

- Gangs
- Knife Crime
- Personal Finance
- Enterprise

We will ensure HRSE is matched to the needs of our students by taking into consideration the context of the lives they live but also by using internal data gathered from a variety of sources. This data will then inform our planning and consultation with students, parents and teachers to enable us to provide a robust and relevant programme of study.

Learning about relationships and sex education in PSHE education lessons will link to/complement learning in the science curriculum and form time lessons on health relationships. Parents will have the right to withdraw their child from sex education up until three terms before their 16th birthday however students cannot be withdrawn from Health and Relationships Education or Science.

Students will be encouraged to reflect on their own learning and progress by answering end of unit fertile questions. These questions enable students to not only reflect on their learning, but also to link this knowledge to their own lives.

Assessment

There is no formal assessment policy in PSHE due to the nature of the subject; however, progress and understanding will be monitored in some of the following ways:

Teacher questioning throughout lessons to gauge formative feedback.

Mind maps before and after the unit of work has been completed.

Role play.

Structured debates.

Written responses when answering the fertile questions.

An overview of the learning in each year group can be found on the school website.

Other aspects of school life that contribute to PSHE education include:

Opportunities for our students to take additional responsibilities include; form captaincy, student leadership, leading assemblies, charity projects, hosting events for the local community and mentoring.

Opportunities for our students to participate in additional activities include; drama/stage productions, a wide variety of clubs/teams, work experience and residential trips.

SEND, inclusion, equality and diversity

We recognise the right for all students to have access to PSHE education learning which meets their needs.

We ensure HRSE is inclusive and meets the needs of all our students, including those with special educational needs and disabilities (SEND) by ensuring lessons are adapted and adjusted to meet the needs of the students in the class whilst still covering the curriculum content. Seeking advice from specialist staff and agencies, as needed, when covering topics to ensure they are delivered sensitively and appropriately to those with SEND and other challenges. Providing TA support if needed to help deliver the content in smaller groups to make it easier for students to understand the information and feel safe to ask questions.

We will not exclude access to PSHE for any pupil by ensuring all students having a set PSHE lesson on their timetable. This is attended by all students with adjustments and support given when required (see above). There are some

students from within our Special Educational Resource Provision (SERF) who have Deaf Issues lessons instead which take the current PSHE issues and put them into context for deaf people.

Teaching will take into account the ability, age, readiness, and cultural backgrounds of our young people and those with English as an additional language to ensure that all can fully access RSE, Health and PSHE education provision.

We make use of the SENDCO, Deaf Support Team and EAL Coordinator to seek advice as needed on the above to ensure all students can fully access the curriculum.

We promote social learning and expect our students to show a high regard for the needs of others by creating an inclusive and safe environment for all genders, cultures, races, religions and abilities.

We will use PSHE and our pastoral curriculum as a vehicle to address diversity issues and to ensure equality for all by explicitly teaching the subjects of sexuality and diversity, and how not to discriminate due to these.

We ensure HRSE fosters gender equality and LGBT+ equality by ensuring the resources used are suitable and inclusive. Alongside this, we have been awarded the Stonewall Bronze Award, which recognises Ashton's pupil led LGBT+ club that supports and celebrates diversity. One of our middle leaders is also a Stonewall School Champion and delivered training to all staff. The impact of the club and the Stonewall award is to focus on acceptance of difference and educating the school community.

Legislation

We are required to teach relationships education/HRSE as part of the national curriculum 2020 and this informs the design and content of our PSHE curriculum at ACSC.

Revised Department for Education statutory guidance states that from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). The parental right to withdraw students from RSE remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum.

The RSE policy supports/complements and is informed by the following policies:

- o Education Act (1996)
- o Learning and Skills Act (2000)
- o Education and Inspections Act (2006)
- o Equality Act (2010),
- o Supplementary Guidance SRE for the 21st century (2014)

- o Keeping children safe in education – Statutory safeguarding guidance (2019)
- o Children and Social Work Act (2017)

Safe environment

A safe learning environment is paramount at ACSC and we will ensure this by agreeing ground rules with students at the start of each year. Students will have a say in helping form these ground rules and therefore know the importance of adhering to them. Students will be provided with an environment in which they feel safe to express their own views and opinions.

Students will be taught the importance of keeping personal and sensitive information private and how to use distancing techniques when discussing the topics being studied, throughout the PSHE curriculum, in relation to different topics and contexts.

Students will be able to raise questions anonymously by posting them into a post box that only their class teacher will see. These questions can then be addressed in a future lesson, unless they raise specific safeguarding concerns. In the case of a concern being raised, relevant stakeholders will be contacted and the Safeguarding procedure in school will be followed.

Teachers will be supported throughout their teaching of PSHE by having appropriate training when required, in addition to ongoing guidance and support from pastoral team and outside agencies at specific periods.

Safeguarding

Teachers are aware that effective HRSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. These issues, if disclosed, will be actioned by following the school safeguarding policy and school procedure.

Teachers will consult with the DSL (designated safeguarding lead) and in the case of absence, the backup DSL

Visitors/external agencies which support the delivery of RSE will be required to follow the school safeguarding policy and procedures.

Engaging stakeholders

The needs and issues that students face will be identified by regular student panels held across both key stages. Discussions will be had around current delivery, topics they believe they should study and also timings of topics delivered. Students will also complete a termly questionnaire which enables staff to analyse results from both key stages and other specific cohorts. The results from this questionnaire has an impact on students' curriculum and pastoral activities.

Students' views of what is currently being taught will help to inform the curriculum by assisting in updating and planning new units of work.

How parents and carers will be involved

We are committed to working with parents and carers. We will offer regular consultation surveys to gather vital feedback on our curriculum and planned changes. We will also communicate with parents and carers in face to face meetings and through the school Insight software.

Monitoring, reporting and evaluation

Teachers will critically reflect on their work in delivering PSHE through monitoring students' books and engagement in lessons. Teachers and the pastoral team will meet regularly to discuss the units of work being taught and discuss whether any changes need to occur. Teachers will also reflect on students' written responses to their fertile questions and compare and moderate across classes.

Teachers will report to parents through the school reporting system, providing them with an attitude to learning score. Teachers will also write a brief comment on students' overall commitment and engagement in lessons.

Student voice will be influential in adapting and amending planned learning activities. Regular student panels will be formed to discuss the PSHE curriculum, to ensure it meets the needs of the student body.

When required, reports will be made to governors by the lead AAHT.

Responsibility for the implementation of this policy.

Key (PSHE/Personal Development) Governor: M Munnelly

Head teacher: S Asquith

Associate Assistant Headteacher of Personal Development: J Murray

Teachers: P Barrow, A Barrow, C Parkinson, S Borwick, C Parker

Designated Safeguarding Lead: C. Parkinson

Review date

This policy will be reviewed every two years by ACSC staff to ensure that it continues to meet the needs of students, staff and parents and that it is in line with current Department for Education advice and guidance.